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Seven Projects to Advance Creativity in Education (PACE) concerned with small schools and rural areas present reports of progress and plans in this July-August 1968 issue of PACEreport. The document also contains a listing of publications dealing with rural education and a listing of films, filmstrips, and publications, developed under Title III of the Elementary and Secondary Education Act (ESEA). A special report presents a synthesis of the evaluation efforts in Title III, indicating the forces promoting evaluation and the present inadequacies in current evaluation effort. (DK)

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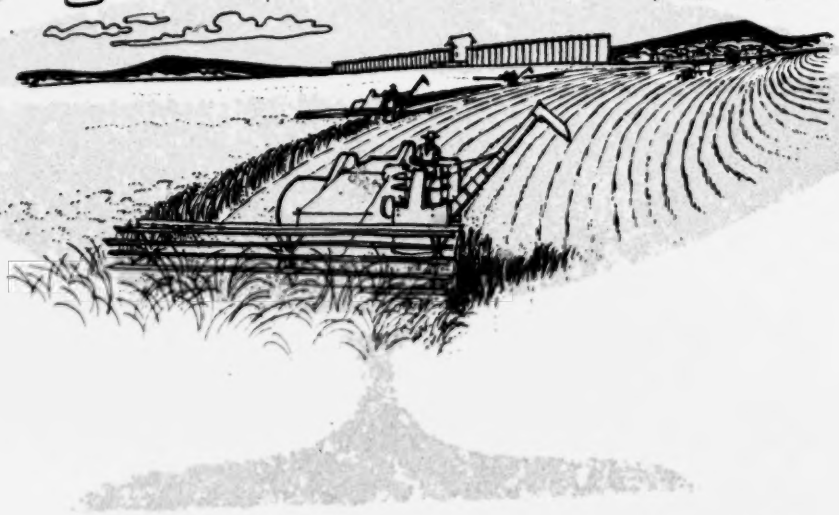

Rural Education

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INSTRUCTIONAL MATERIALS CENTER

JUNEAU, ALASKA

The Southeast Alaska Instructional Materials Center is in its second year of operation and has made steady progress throughout this period. At this point, the entire operation of the Center is poised and ready to capitalize on the groundwork which has been laid during those first two years.

Today, the SEAIMC serves two major functions—Film Library and In-service Training—and three minor functions, Consultation Service, Demonstration and Display of New and Innovative Equipment and Materials, and Audio-Visual Workshops for administrators, coordinators, and college level classes. From this hub, its services radiate throughout all of the southeast Alaska area.

A new concept in service in the media field was effected with the addition of the new Mobile Instructional Materials Center which was delivered in Juneau on February 20, 1968, to fulfill its destiny as a traveling laboratory. Both the unit and the Center serve 38 school units, a number which includes rural, state-operated, district, private, parochial and denominational schools and colleges in southeast Alaska. Over 600 teachers and approximately 13,000 students are involved with this project.

Results Achieved Thusfar:

For the second consecutive year, major emphasis of this project has been on the inservice training program provided by the SEAIMC to 38 schools in the southeast Alaska area, the results of which have far exceeded expectations. A survey of all teaching personnel employed in southeast Alaska, taken in 1966, concluded that these teachers averaged a rate of 40% in knowledge of audio-visual terms and processes. A supplementary survey in 1968 indicated an increase in knowledge of 22%, raising the average rate to 62% in knowledge of this field.

A general pattern was devised for division of inservice time for workshop instruction and teacher participation, and that pattern is still being effected as follows:

Lecture period: A general session with the district's teachers is held. During this session, equipment and materials are demonstrated and discussed in a formal lecture, after which questions from the teachers are received and answered. At this time, supplementary written material

is distributed. Laboratory: Immediately after the general session with the teachers, or in some cases, on the following day, the SEAIMC supervisors provide instruction (many times on a one-to-one basis), reviewing what was discussed during the general session and guiding the teachers in their mastery of equipment and production of visuals.

An equipment survey was conducted in September of 1966 in order to determine the amount and kind of equipment available in each school district. From this survey, and others like it, workshops were better designed, needs were more efficiently met and necessary equipment was, and continues to be added.

By stressing the development of personal skills in the utilization of equipment available within the district concerned, and by placing emphasis upon the personal development of techniques of producing flat-visual materials through laboratory experience, teaching personnel became more familiar with the advantages and possibilities of audio-visual media.

The services of the Center will be reinforced now that the mobile inservice training unit has been added to the SEAIMC's resources. If the possibility of the Marine Highway's extension to several other communities materializes in the future, the unit will be able to serve more communities in 1968-69. However, under the present arrangements, training can still be offered to about 85% of the teachers in southeast Alaska. The remainder of the outlying communities will continue to be serviced by commercial and charter airlines.

The inservice training program has its tap roots in the instructional materials library, and much of its success is due to the accessibility of library materials.

Much of the work of the first year was spent in laying groundwork for the efficient flow of materials from established sources of supply into the Center, then into circulation to and from the library itself. This preparation for the following year's activities has resulted in a higher level of efficiency and general improvement in the instructional materials library during the current year.

One service provided to schools is the lending of equipment. A check-out file is maintained so equipment may be borrowed on a temporary basis for use in the school districts. Special machines not available at the teachers' own schools may be obtained through this method, thus enabling a greater diversity of media to be put into teaching use.

A "Preview Program" has been instituted. Lists of films provided on a loan basis by film producers are circulated to teachers throughout the southeast Alaska area and also placed on the library check-out desk. Teachers are encouraged to preview and evaluate these films, using a comprehensive form supplied them as the film is taken from the library.

Other instructional materials are also evaluated in this manner.

A burgeoning activity this year is the Consulting Service. The first aspect of this service is that of making available to all teachers and administrators a source of expert advice on all phases of audio-visual needs or problems. If the Center cannot provide an immediate answer, resource facilities are employed throughout the country.

In another aspect, consultation services are also provided in the field to the administrators in southeast Alaska's school districts when SEAIMC supervisors hold inservice workshops. Relative to this was the application for Title I funds by the administration at Yakutat, Alaska. While conducting inservice training there, media supervisors encouraged the principal to apply for Title I funds. Upon returning to Juneau they contacted the Department of Education. Eventually, this school received a substantial grant for improving its education program. The media supervisors then worked as consultants, advising the Yakutat administration in spending the funds for instructional media.

One problem encountered was late arrival of equipment due to delayed negotiation of funds. Because of this delay and subsequent late arrival, it was impossible to properly evaluate the impact of the equipment this year.

Another problem is the rapid turn-over of teachers, sometimes as high as 100% from one school year to the next.

Evaluation:

Ultimate evaluation of the public relations activities is still to be determined. However, an encouraging indication of success can be found in the consent of 68% of the districts served to participate in funding for the forthcoming fiscal year. Short term evaluation is achieved by continuing to maintain a file of communications received by the project staff in response to news releases and other public relations efforts.

Evaluation of the effectiveness of the mobile inservice training unit is measured in terms of the number of teachers making use of the facility, and in terms of the quantity of locally produced materials.The best index of effectiveness is the number of requests received by the Center for teaching materials from the project library. Careful tabulation of amount and kind of request has been going on since the beginning of the project and will continue.

Basic evaluation of the program occurs through the interest and receptivity of area educators. An annual inventory of material and human resources will be conducted throughout the area served by the project. This survey, in connection with utilization data compiled by the Center staff on the various services supplied by the project, will provide material for the evaluation of general project effectiveness.

Continuation after Termination of PACE Funds:

In February of 1967, a group comprised of administrators and representatives of the participating agencies (Southeast Alaska School Districts, Bureau of Indian Affairs and the State Department of Education) were assembled in Juneau for a two-day conference. This conference had two main purposes: the first was to discuss the future plans and development of the project; the second purpose was to make them aware of the fact that federal funds would not be assured after the third year of funding, and that it was necessary for them to begin thinking of alternatives for continued funding of the project.

It was finally decided that each school district would contribute an entry fee of $50.00, plus $1.00 per student for the 1968-69 school year, even though federal funds would still be available during that year. Thus, the cooperation shown by the administrators of southeast Alaska was solidly reinforced by the willingness to enter into such funding plans. When asked for a written commitment to funding of the Center, 69% of those districts,representing 94.75% of southeast Alaska's 12,319 students, complied and agreed.

The impact of the program will depend upon the level of funding for the coming year and the availability of monies for planning and future operation of the Center.

For further information: Contact Rex Taylor, project director, SEAIMC, 1250 Glacier Avenue, Juneau, Alaska 99801.

LANGUAGE CURRICULM GROUP

BRUNSWICK, MAINE

During the spring of 1966, a community-wide task force of teachers, administrators and resource persons from all grade levels in the four-town, upper Casco Bay area met regularly to consider what might be done to improve the instruction of English in the schools of Brunswick, Topsham, Harpswell and Bowdoinham, Maine. We came, almost reluctantly, to see that those students we were most concerned with--our dropouts and those graduates who failed to make an easy transition to college or a job--were coastal and rural youths.

Again and again, school guidance officers pointed our attention to the home backgrounds of those students we were not reaching: the boy whose father was a lobsterman forced by overtrapping to set ever increasing numbers of traps to capture sufficient lobsters to make even a marginal living; the girl whose parents had to give up a dairy operation that her family had run for four generations because the minimum acreage for economic production of milk had long since outstripped the rocky areas of their seacoast farm; the boy whose parents worked in Brunswick's shoe factory, leaving him in the care of his French speaking Franco-American grandmother. These were the pupils who were our failures--way out of proportion to their relative numbers in our schools.

As our studies continued into the fall of 1967, we began to suspect that the failure was not that of our coastal students alone,but ours also. Our standard curriculum and our presently trained teachers had little, vocationally or culturally, to offer students disadvantaged by reason of atypical language background or poor mastery of one of the standard dialects of American speech. There was nothing to offer these students that would enable them to learn to appreciate and take pride in their distinctive heritage of Franco-American and Coastal Maine speech. We decided to undertake a three-phase program of in-service teacher-training, the preparation of teacher-written locally-geared materials, and a continuing program of implementation and evaluation of these materials in the classroom.

Results Achieved Thusfar:

In the spring of 1967 the Coastal and Rural Maine English Language Curriculum Group was formally organized with the Superintending School Committee of Brunswick serving as the fiscal agent for what had by then grown into a fourteen-town, five-county cooperative venture. Finding an administrative pattern which works for a fourteen-town group, without

recourse to new legislation at the state level,has been a major achievement in itself. Voluntary cooperation was greatly enhanced by starting the implementation stage of the project with an inservice teacher training program for 55 area teachers, taught by two members of the Bowdoin College Department of English. Before pushing curricular reforms, we made sure that we had made friends in local school systems. The emphasis in the inservice training course was kept distinctly natural at first. We concentrated on newer approaches to grammar, especially transformational syntax and distinctive-feature phonology. From this foundation--and only at the end of the course--preliminary suggestions were thrown out concerning dialect, geography, stylistic analysis, and the history of the English language, especially in its American development.

The summer of 1967 gave us an opportunity to try our hand at the local production of classroom units geared to local needs. We produced a 200-page preliminary edition of a curriculum guide covering grades K-8. These materials, and others written in the spring of 1968, will be revised this summer in the light of our classroom experience in the 1967-68 school year. During this summer, we also hope to complete our work on grades 9 - 12.

The most significant development during the summer program does not lie in the written materials but in the professional growth of the 12 teachers participating in the summer workshop. The year's classroom work by these teachers can only be described as boldly pioneering. Our experience with this group was so rewarding that we restructured the second inservice teacher training program held in the spring of 1968 as four curriculum workshops. We have found that it is not enough to be acquainted with new materials and study needs. We have discovered we achieve much more when we let the teacher herself participate in the writing of the materials and in the delineation of student needs.

The 1967-68 school year has been marked by a program of classroom implementation and evaluation of new materials. We are quite sure that we have not harmed those of our students with middle-class, essentially cosmopolitan, backgrounds, by varying Dick and Jane with, say, our new mimeographed first-grade unit on "My Town and Some Towns Near It." This is so arranged that students in coastal Harpswell start with a story about lobstering, and those in rural Bowdoinham start with a story about their ancestors "picking rocks" to make stone walls. Our less able and culturally limited students have made giant strides of growth using these materials which speak of the life they know. A unit we are particularly excited about, but which needs further work,is one that invites fifth graders to redesign the Maine State Seal, the dominant feature of which is two figures--a stylized farmer and fisherman. We teach the student the historical justification of the farmer-fisherman motif through a study of 19th century Maine ballads and stories and then invite him to suggest what the seal ought look like were we designing it today.

Other achievements of the project to date, while less tangible, are

even more significant perhaps for the future. The most important of these is the greatly increased group of teachers well-trained in language and linguistics. One indication of the increased attention that our teachers are giving to the needs of their students is the formation of a slow-learner task force at Brunswick High School next year. Not only was the slow-learner group proposal initiated and planned by teachers, but elementary teachers in surrounding towns who send their students to Brunswick for high school undertook concurrently an investigation of what should be done with those students before they left the elementary system. Working through teachers has broken down many of the barriers of formerly fiercely jealous local school systems.

Problems Encountered:

All rural programs must be alike in finding sheer distance one of their principal problems. The area served by the Rural and Coastal Maine English Language Curriculum Group is nearly 80 miles long,stretched out along the Maine coast. It is impossible to call an afternoon teacher committee meeting before four o'clock (school is dismissed around 3). Most school systems in the area are so small that there are no supervising personnel other than the superintendent. There is no one person who could be phoned and asked to take responsibility in enlisting teachers for a workshop.

Our other overwhelming problem is that of teacher retention. Of the 12 highly qualified key teachers who participated in our 1967 summer curriculum writing workshop, only 7 will be returning in 1968--one year later. Most of these teachers leave the state for greater opportunities elsewhere. Partial federal financing is fully justified in a situation such as this.

Evaluation:

The extent to which our goals have been achieved has been measured by a combination of statistical studies (of such factors as dropout rate),expert opinion (of such curriculum materials as we have produced), and a continuing program of close study by a three-man team from nearby colleges consisting of a specialist in composition, a specialist in linguistics and a specialist in educational measurement and evaluation. In addition, we were especially fortunate at a comparatively early point to have the advice of a number of nationally known linguists.

Our greatest reliance has been, however, on evaluations written by our teachers themselves. We have found no substitute for critical self-evaluation by the classroom teacher for discovering what goes on in the classroom. Some teachers have kept day-by-day logs of their teaching. All teachers have been asked to submit critical reflections on the units they have taught. Evaluation is ultimately meaningless unless acted upon. Nothing so ensures action being taken as having those most capable of effecting changes in teaching, the teachers themselves, in on the evaluation.

Continuation after Termination of PACE Funds:

Phase One of our transfer of support from PACE to local financing occurs in the fall of 1968 when the total inservice training budget is to be assumed locally. We have persuaded the University of Maine at Portland to offer on a regular basis courses at Brunswick in language and linguistics. We have made ourselves responsible in the office here for securing a necessary minimum enrollment for these courses. Tuition rebate is available from the local school systems and state funds on the completion of 6 hours of credit. Phase One of our program of shifting to local financing this fall will also see the town of Brunswick underwriting one-half of the salaries of teachers in the slow-learner task force group.

Phase Two, which will see the total transfer from PACE funding to local support, will, we hope, occur in the 1968-69 school year. The critical problem we face in effecting total local support is the lack of an area educational authority with tax powers. Continued support for a central coordinating office is vital to a continuing program of coordination of local efforts. Phase Two may well then require state as well as local funding.

For further information: Contact John T. Smith, Director, Coastal and Rural Maine English Language Curriculum Group, Brunswick High School Building, Brunswick, Maine 04011.

INSTRUCTIONAL RESOURCE CENTER

KALISPELL, MONTANA

After almost two years of study, fact finding, meetings with rural teachers, board members, organizations and personnel interested in education, it was determined that there was a definite need for additional training in the fields of music, art, science, guidance and the use of visual education equipment in the rural schools of Flathead County. The county has the largest rural population of any county in the state of Montana and has an area of 5,295 square miles. Much of this area is in a mountainous region; 73% of the county is given over to federal forest lands and federal reclamation projects, and a tax base for school support is relatively poor. There are 26 rural schools in the county with an enrollment of 1,137 pupils in grades one through eight. There are 66 rural teachers in the county. The schools vary in size from the one-room school to a five-room school. Most of the teachers teach all the subjects in three or more grades and some teach all eight grades.

An application was made and a grant received through Title III of the ESEA. This grant program was put into operation in Kalispell, Montana, August 1, 1967. The objectives to be achieved by such a program were to provide:

1. Inservice training for teachers in the use of special equipment and methods in the area of audio-visual techniques.

2. Specialized help to teachers in the selection of materials, projects and topics in the instruction of science, music and art.

3. Special equipment and materials needed by the teacher for introduction in music, art and science.

4. Supervision of instruction in the areas of science, music and art in an on-the-job situation. This is implemented by special teachers visiting the schools, teaching and demonstrating techniques in these areas.

5. Necessary guidance and counseling services to both teachers and pupils in solving problems of behavior and attitudes. These has not previously been provided by the schools.

The personnel employed for the Title III program included a director of the program, a science and visual education supervisor, a music and art supervisor and a part-time guidance director and counselor. A

van was purchased to transport teaching personnel, materials and teaching aids to the rural schools. A suggested course of study for art, music and science was prepared and sent to the rural schools with supplementary activities, ideas and methods of teaching. The administration building became a resource center for teaching ideas, aids and equipment. Pre-school meetings were held with the teachers and rural school board members of the 26 rural districts. The program was explained with the objectives given and the means for achieving them. The County Superintendent and staff gave full support, cooperation and aid in getting the program off to a good start. Good public relations are very necessary, especially in an innovative program. Newspaper articles and pictures were published and radio interviews held with each of the Title III personnel, and talks were given at individual board meetings, Parent-Teacher organizations and various other groups desiring information about the program.

Results Achieved Thusfar:

The first visit of the "Traveling Teachers" was a "get acquainted" visit to each of the rural schools to meet personally with the teachers and pupils to determine the individualized needs of each school and to inventory the equipment and materials available. The visit was also made to get acquainted with the location, roads and general geographical area so that future visitations could be scheduled as to week, day of the week and time of day. Teachers could then arrange their schedule for lesson presentations by the traveling Title III personnel. Some of the schools are in a mountainous region, and the distance to each school varies from 5 to 20 miles from the Resource Center.

After the week of "getting acquainted" visitations, a schedule was sent to each school telling the hour and day of the next visitation. The team of teachers (one in music and art, one in science and visual education) made the visitations together, using the van. Materials and teaching aids were left at schools requesting them. Working closely with the teachers, the Title III personnel determined the wants and needs for their next lesson presentation. Three or four schools were visited each day, depending upon the distance between the schools. The guidance director and the Title III director also made separate visits, depending upon the individualized needs of each school. Help was given in a physical education program by working with the pupils in cross-country track meets and scheduling basketball practice at a central gymnasium on Saturdays. This seemed to be a definite need as 61 of the 66 rural teachers are women with no training or experience in physical education of any type. In fact, any type of aid was given wherever it was needed by the specialized teachers.

Four rural school teachers' inservice workshops were scheduled to be held on Saturdays throughout the 1967-1968 school year. One was held in November, January, March and April. These averaged a 97% attendance. Specialists in various fields conducted these workshops with the aid of the County Superintendent. New ideas, new methods, and a general inno-

vation in teaching were stressed. Suggestions were also received from the rural teachers as to ways of improving the existing program.

Evaluation:

To provide an evaluation of the program, questionnaires were given to the teachers to be filled out and returned. These were to be unsigned in order to give an accurate rating as to the value for each individualized classroom. There were only 3 "ineffective" responses. The reasons for the "most effective" responses from the remaining teachers included:

1. Access given to material and ideas otherwise not available.
2. Received help in the fields teachers are not qualified to teach.
3. Interest stimulated.
4. Teachers receive new confidence in teaching the fields of art, music and science.
5. Special knowledge in the subject field was brought to the teachers.
6. Gave variety and interest. Children and teachers looked forward to visits.
7. New concepts received in the teaching of music,art and science.
8. More resource material was made available, with guides to follow in the teaching.
9. Different methods of presentation made the teaching come "alive."
10. It served as an enrichment program.
11. Gave help, heretofore denied, in the field of guidance.
12. Teachers as well as pupils received added interest, enthusiasm and learning from Title III personnel.

Of the 23 rural Boards of Education, 21 expressed extreme satisfaction with the program. The two dissenting gave personal and political reasons for the negative vote. Many unsolicited letters as well as many verbal comments were received from teachers, parents and pupils, expressing their appreciation for the program.

Problems Encountered:

At the beginning of the Title III program, difficulties were experienced in teacher-adjustment. Some teachers felt their independence was being destroyed in their classrooms by the visiting specialists, or that their inadequacies in special fields might be brought into prominence. This feeling was soon dispelled and the talents of both the regular teacher and the visiting specialists were combined to give the best education possible to the pupils in Flathead County. There was also the problem of the late arrival of equipment and materials ordered. Part of it did not arrive until the middle of the school year, and the van ordered in June did not arrive until after Christmas. Frequencies of visits and the length of time spent in each school were sometimes

inadequate because of the number of schools, the distance between schools and the lack of Title III personnel. A more efficient use was made of the time involved as the program progressed.

Continuation after Termination of PACE Funds:

Plans are now being formulated to unite the many districts in pooling their money resources to keep this program going after the grant expires. To see something work is a convincing factor, but to make something work requires the full cooperation of everyone involved. Each needs to give of his ability in his special talent field, and this combination of all talents results in better teaching. The end product is better schools, better communities and a better country.

For further information: Contact Emil A. Karstens, Director, Instructional Resource Center, Title III Program, Box 788, Kalispell, Montana 59901.

UPPER RED RIVER VALLEY PROJECT

GRAND FORKS, NORTH DAKOTA

In reaction to the factors of isolation, sparsity of population, and "straight jacket" economics, area educators, lay persons and administrators felt a need for the creation of an Educational Service Center that would give all of the area schools access to professional intervention. That need has been met with the implementation of the Upper Red River Valley Project. This project is a two-state venture, serving approximately 100 school districts and 60,000 children in 17 counties of northeastern North Dakota and northwestern Minnesota. Locally, the Center is knows as the Upper Red River Valley Educational Service Center, and is stationed in Grand Forks, North Dakota.

The Center attempts to provide specialized and professional services to schools with financial shortages, small school enrollment, or personnel limitations.

The Center has four major goals or objectives:

1. To provide psychological diagnosis, testing and treatment, as well as counseling and guidance services to schools.

2. To help schools develop and implement a systematic and continuous program of inservice training for their teachers.

3. To act as a catalyst and resource agency to schools in promoting and developing curricular and instructional improvements.

4. To provide cultural enrichment opportunities to the schools and communities alike.

In order to meet these objectives, the Center has employed the following personnel: a full-time director; two certified school counselors (one elementary specialist and one secondary specialist); two certified school psychologists; a school social worker; two curriculum specialists (one in elementary and one in secondary), and a specialist in each of the areas of art and reading. Part-time professional staff includes a clinical psychologist and a nationally known sculptor. Various consultants are called in when needed in specialized areas.

Results Achieved Thusfar:

In the area of counseling and psychological services, smaller

schools which previously had no services have had access to professional intervention. The school psychologists have individually tested, diagnosed and supplied written recommendations to schools of over 300 students so far. Conferences with the family and school have been held where appropriate and as often as deemed necessary. Student problems range from serious emotional problems to the typical educationally disadvantaged youngster.

The counselors have dealt mainly in the areas of vocational guidance, financial aid, scholarship assistance, individual student personal-social consultation and test interpretation. They have also held a number of staff workshops in vocational and elementary guidance. Schools requesting these services previously had little or no access to such services.

Inservice training for teachers, a sorely neglected area in many schools, has gotten a boost from the Center, particularly in the elementary schools where many teachers possess only two years of college and have not kept up-to-date by professional reading, workshops and summer school. Some of the equipment and materials used by the Center in conducting inservice workshops include three video tape recorders and many video tapes used for micro-teaching, assorted audio tapes, filmstrips, curriculum and reference materials, demonstration teaching films, and other resource media for the improvement of instruction. Elementary science, art, reading, social studies and audio-visual are just a few of the areas covered in the 150 workshops conducted thusfar.

Workshops and inservice training in the area of modular scheduling, nongraded schools, contract teaching and other individualized instructional procedures have been in great demand by schools.

Curriculum and instructional improvements are not easily made in established educational agencies by an outsider such as the Center because it lacks the necessary authority needed to make it effective when schools are interested in maintaining the status quo.

One effective means found by the Center to break through this barrier has been to hold a one-month workshop dealing with innovation--more specifically, contract teaching--where teachers work under the guidance and supervision of the two curriculum specialists for seven hours a day and 140 hours during the month of June. In order to get into the program, both teachers and administrators had to state in writing their willingness to experiment with contract teaching as it relates to individualizing instruction.

After the 140 hours of intensive instruction and actual practice in writing contracts, teachers will have the means (contracts) and knowledge to teach, using the contract method. The Center's staff will follow-up with the participants during the coming year by visiting them personally and consulting with them, as well as holding group meetings. It is hoped that through this corps of teachers in a number of different

schools, it will be possible to get more school involvement in in-service work and exchange and demonstration teaching, as well as other experimentation and innovations.

The Center has consulted with schools on various other matters, such as reading, art, school surveys, etc., but only minimal success has been noted when the status quo has been threatened.

In the area of cultural enrichment, much progress has been made, particularly in inservice training for teachers and a wide exposure for schools, students, and parents to the lectures and demonstrations given by a nationally known sculptor. A children's summer theater program also is going a long way in meeting the needs of the community, but much still needs to be done in this area since few schools have qualified art instructors.

Problems Encountered:

The major problems as seen by the Center are:

- Difficulty in communicating with the USOE, relative to program and funding problems. Such problems prevent long range plans from being made as well as cause a lack of confidence in commitments the USOE will keep. This undermines the whole program.

- Communicating with the various persons the Center wishes to serve is a major headache and is complicated by the sparsity of population and long travel distances between school districts.

- Another problem lies in the area of recruiting and retaining competent educational specialists. Once the staff members are recruited and have proven their competencies, they are approached and enticed away by other agencies and school districts.

- A major difficulty has been in getting school administrators to see the need for inservice training for teachers and to make the necessary allowances for released school time,arrange for hiring of substitutes, and to give the encouragement and support needed to make inservice training for teachers effective in their schools.

Evaluation:

This is a tough one, due to the diversity of the program. The Center's evaluation consists primarily of the many letters of testimony received so far, as well as an attitudinal survey sent to all teachers and administrators in the project area. In addition, all inservice programs are evaluated by participants immediately after the workshop is over.

Attempts to show increased student achievement by various evaluative measurements are difficult, if not futile. Programs such as this require an individual student and teacher appraisal which would be exorbit t in cost.

Overall, it is this writer's opinion that on the basis of the listed objectives, the quantitative and qualitative measurements which have been developed will provide an accurate measurement in arriving at a fair and objective appraisal of the program.

Continuation after Termination of PACE Funds:

Title III programs will never become effective and meaningful in this area if local funds are needed to continue projects. This is because of the experimental and controversial nature of Title III ESEA programs. Local school districts in this area are in the poorest financial condition they have ever been in, and it's going to get worse. Teachers' salaries are sky-rocketing while the local tax base remains the same, thus causing a budget pinch. Antiquated laws and lack of a good tax base afford many schools a bare minimal educational program. Consequently, this project and many other needed and worthwhile Title III programs in the area will be forced to discontinue unless other means besides local funds are found to perpetuate them. The reason they may be dropped will not necessarily be because of the quality of the programs, but rather because of the financial "straight jacket" of local schools. Since future federal funding is questionable, state funding is doubtful and local funds are simply not available,the outlook for future continuation of the program is rather bleak.

For further information: Contact Robert Bergeth, Project Director, Upper Red River Valley Educational Service Center, First Federal Plaza, 208 S. 3rd, Grand Forks, North Dakota 58201.

PROJECT MID-TENN

NASHVILLE, TENNESSEE

Project Mid-Tenn, though funded through a metropolitan system of nearly 100,000 school population, is strongly rural in its make-up of 51 cooperating school districts as well as in the thrust of its dozen components. Nashville is surrounded by Middle Tennessee counties, stretching from the Cumberland Plateau with the now well-known deserted strip mines of Appalachia, to the lakes and rich bottom lands of the western portion of the TVA. Within this area are rural school systems of less than a thousand pupils, as well as others that embrace more than five thousand pupils, exclusive of the county-seat towns.

To share with the boys and girls of rural Middle Tennessee some of the cultural advantages of a metropolitan area is one of the two chief objectives of Project Mid-Tenn. The Nashville Symphony Orchestra, the Nashville Children's Museum, and the Tennessee Fine Arts Center at Cheekwood are currently very much involved in fulfilling this objective.

Results Achieved Thusfar:

During 1966-67 the Nashville Little Symphony took a concert to each school district in the region. Pre-concert materials were provided classroom teachers and informal after-concert conferences between musicians and pupils in the schools were held. These programs were secondary-school oriented. During the current year, each system has been provided with two concerts for upper elementary pupils. Such an arrangement gives not only two exposures but also an opportunity for comparison in pupil interest in and response to the two programs. Next year, provision is again to be made for comparison in pupil interest in and response to the two programs, and provision will be made for music clinics to be held following concerts by orchestra members for interested young musicians in the rural areas. Such clinics will be limited in number and will be provided to those communities where grassroots interest has been generated, and where local civic groups will sponsor evening concerts for the entire community.

The Children's Museum, long a favorite learning place for Nashville children, is being taken to the rural areas in Mid-Tenn by means of a large tractor-trailer rig, currently dubbed the "Yellow Submarine," because of its displays that depict water and the region--prehistoric, current, and future. This unit, with a staff of three (inservice teacher, driver-curator and tour teacher), is temperature controlled for all-weather, has sophisticated lighting and sound effects and contains dis-

plays designed to provide the creative teacher and pupil with much food for thought.

At Cheekwood, a budding consumer-education program in the visual arts for sixth-grade boys and girls is being expanded. Thirty elementary teachers in the outlying area have, through Mid-Tenn, been trained by the art gallery staff to present their five-session slide-lectures to boys and girls, preparatory to a subsequent visit by the students to Cheekwood. Each rural teacher serving in this role is freed by Title III funds to serve schools in her own and adjoining districts. Thus a program formerly limited to Nashville boys and girls through volunteer service of the Junior League is available to others.

Problems Encountered:

Scheduling for part-time employees to perform in remote areas led to the employment by the Symphony Association of a full-time chamber orchestra.

The production of suitable materials for the classroom teacher on symphonic music is quite a challenge. There is quite a gap to be bridged between producer and consumer. Mid-Tenn continues to work on this. So far, recordings and a pictorial booklet have been made and distributed. Currently, a teacher's guide is being written by a classroom teacher with formal training in music as well as experience as a music teacher. Consultants with varied competencies will assist.

Travel time - Musicians are required to spend much time on the road in order to take this music to the remote areas. No charges are made by them, but much enthusiasm for the project is the key. There is also the necessity for strong support from the local musicians union.

Children's Museum - The construction and operation of an all-weather mobile unit presents many mechanical problems. The elimination of these problems requires time, patience and a skillful staff. There is no ready-to-buy equipment. Each must be tailor-made to fit the concept. Such work can be done only by the central museum staff.

Obtaining persons to work in advance with teachers in the field, drive and maintain the unit, and work with children as they study the pictures, models, and displays in the van, presents a real challenge. After several changes in personnel and adaptations of assignments, Mid-Tenn has a trio of young women who have complete responsibility once schedules are made for them. The unit returns to the Museum once each month for mechanical servicing of both the tractor and the trailer with its displays.

Cheekwood - The purchase of sufficient sets of slides to serve 30 rural teachers seemed prohibitive. Consequently, permission was sought and obtained from most owners to reproduce these slides locally and/or

to make them into filmstrips. Most owners were very generous once they understood the nature of the project. In cases where this privilege was not granted, substitutions have been made.

Evaluation:

The Symphony,during its first year with Mid-Tenn, gave at least one concert in each of the 51 systems embraced by the project. One system has only 600 pupils. Another is nearly 150 miles away. During the current year, every system has again enjoyed one concert while 27 districts have already had a second program. Follow-up programs in the remaining systems are scheduled for late summer and early fall. Approximately 55,000 children have enjoyed this symphonic music.

The Yellow Submarine has docked for this year at 18 systems with a total of 131 different schools. These locations range from a low of two schools per county to 14. Over 32,000 children are definitely known to have studied in the sub.

Figures on the Cheekwood slide lectures are not available at this time since this activity has been limited to the current quarter. We are enjoying, however, one hundred percent participation from all trainees.

Continuation after Termination of PACE Funds:

There are numerous possibilities for continued consumption by rural youth of symphonic music, but Mid-Tenn is planning something more specific as to consumption, and hopes for increasing participation in the production of such music. It is currently proposed that a system be given a music clinic for its young musicians if,in return,some local organization will sponsor an evening concert by the Symphony or Little Symphony. There is reason to believe that a large number of communities will accept this proposition. Assuming that such concerts are successful under local sponsorship, there is little reason to doubt a continuation of such programs indefinitely.

Children's Museum - The staff of the Nashville Children's Museum is committed to a continuing use of a mobile unit. Such a service not only takes the museum to the children, but also generates interest in field trips to the Museum. Funds from other sources are likely to be found to carry on this innovative service.

Cheekwood - Enthusiasm for the art available at Cheekwood for elementary school children is high. The staff at the gallery, volunteer teachers from the Nashville Junior League and newly trained teachers, all combine to indicate forward movement and grassroots interest. Mid-Tenn is confident this will continue.

For further information: Contact Robert G. Neil, Director, Project Mid-Tenn, Route # 2 Murfreesboro Road, Antioch, Tennessee 37013.

INSTRUCTIONAL TELEVISION

SALT LAKE CITY, UTAH

In 1966 the Utah In-School Television Advisory Committee, an unofficial organization of several school districts in Utah cooperating with the State Board of Education, received a much needed blood transfusion, an exciting surge of energy and a new look and title--the Utah Network for Instructional Television--UNIT. UNIT is a regionally-based organization of cooperating school districts taking full advantage of the staff, facilities and other resources of the State Board of Education and local ETV stations. The organization consists of a Board of Managers representing all of Utah's forty school districts, an Executive Committee, a Curriculum Committee and a program staff. Davis County Schools, officed in Farmington, is the pivotal district which handles UNIT's business operations.

One of UNIT's objectives has been to effect a cooperative approach to the funding, production, procurement and distribution of high quality ITV courses and enrichment-series on behalf of the elementary and secondary schools of Utah. To accomplish this purpose, UNIT has relied principally on three program sources--local ETV stations and school district production centers, regional or national libraries, and its own production agency in Salt Lake City. Other purposes of the project have been to enrich the curriculum offering, particularly in rural schools, and to experiment with, and use, a variety of course production methods.

Results Achieved Thusfar:

The UNIT project is in its third year under partial Title III ESEA funding. Thirty-six of Utah's forty school districts are active project participants. The UNIT Curriculum Committee, special subject area committees with broad geographical representation, and State Board of Eduction curriculum specialists have played the dominant role in determining the content of staff-produced courses, and in selecting and adapting those series produced by out-of-state agencies.

The UNIT program service, available to five ETV stations in the state, has, in our opinion, had an important and beneficial impact upon the quality of Utah education, especially in those districts which do not furnish specific supervisory help to teachers in various subject areas. The UNIT staff has concentrated its production effort on program materials not available elsewhere--social studies with a Utah emphasis. The approach has been to bring the state to the classroom through Utah in Perspective, This is Utah, Utah Glimpses, Let's Take a

Field Trip, and Kultur Kaleidoscope (a series on Utah culture). Other series of this genre are in production, including one on Utah Natural Science, an 18-program sequence in color, and pilot telecasts on community workers, geared for the second grade.

Many of UNIT's productions have made extensive use of 16 mm film. Programs from several series are available to film libraries and to school instructional media centers. UNIT has made a number of black and white single-system sound films for the Multi-State Teacher Education Project and is converting rapidly to full-scale, color-sound production. Five excellent color films are ready for distribution, one on the Canyonlands National Park, one on the pre-historic Indians of Grand Gulch, another on student-teaching centers (for M-STEP),and two on school television utilization. The project is significantly involved also in the production of filmstrips and other instructional materials for packaging and for use in demonstration schools.

During the 1967-68 school year UNIT scheduled 53 elementary and secondary courses. These were tele-series for grades one through six in art, general enrichment, language arts, literature, music, physical education, science and social studies. Other courses were provided in English, French and Spanish. Two and one-half hours of inservice teacher education were scheduled each week throughout the school year.

There were approximately 250 thousand school television enrollments last year. Enrollment in a single first and second grade course ranged as high as 15 thousand. This would suggest almost grade-level saturation for many schools in Utah. Preliminary findings of a statewide utilization survey, consisting of team interviews and observations in all participating school districts, indicate among other things that teachers, in elementary schools especially, are enthusiastic about television and are appreciative of its supplementing and enriching services.

Utilization results at the secondary level, except for continued heavy use of the seventh grade Utah social studies series, are not nearly so dramatic or encouraging.

Problems Encountered:

The most significant problem facing UNIT has just been alluded to--utilization at the secondary level. There has been a lot of school consolidation in Utah. Most of the forty school districts are large from the standpoint of either population or geography. In both cases, bell schedules for high schools are almost as varied as the schools themselves. Certainly, this is a problem everywhere in the country. At first it was thought that the solution would be a multiple-broadcast system. Utah has been rather richly endowed with systems. The present opinion is that local distribution, using portable video tape machines, will go a long way to solve the problem. Accordingly, the State Board of Education has published a "position" paper,recommending the "phasing-

out" of broadcast TV as a direct means of reaching classrooms,and the "phasing-in" of a new-tape-recorder era.The State Board and UNIT are not oblivious to the other kinds of problems inherent in taping off-the-air, shelf-stocking of video tapes and re-distributing through local systems.

One problem encountered by the project has been a lack of in-depth involvement of some school curriculum specialists and subject area committees. Next fall, Unit curriculum people will have personal contact with teachers in many districts through a series of workshop demonstrations dealing directly with better utilization. Often,the quality of TV reception affects the extent and effectiveness of utilization. At the suggestion of local and district administrators, the Utah Joint Committee on Educational Television has sponsored a total-state school signal reception survey. An engineering team has visited every school plant in Utah, made a technical evaluation,and is preparing to publish its recommendations.

The State Board of Education is pushing the idea that all schools should have an instructional media center and, where possible, a media coordinator. Coordinators will play a significant role, not only in helping to improve utilization, but also the nagging breakdowns along channels of communication between the central production-distribution agency and its many, sometimes remote and tenaciously autonomous, school reception terminals.

Beginning next fall UNIT will distribute additional materials on utilization--three filmstrips including one on the instructional media center and coordinator in ITV utilization; three films covering the uses of helical scan video tape recorders in program distribution, TV utilization and the achievement of behavior objectives, and utilization practices; and several video tapes on various aspects of utilization.

Evaluation:

During its relatively short lifetime UNIT has conducted an annual use-survey. The yield of information has been limited to numbers of students viewing, the ratio of TV sets per student, frequency of use,and teacher comments on program quality, acceptance, future course development, etc. Toward the latter part of the 1967-1968 school year, the project attempted to probe deeper into the matter of TV utilization. A four-phase survey was carried out under the direction of a research consultant and the Division of Research, State Board of Education. The survey consisted of a total school questionnaire, a somewhat detailed series of queries administered to a random sampling of teachers throughout the state; taped interviews with teachers, principals and district personnel, and finally, classroom visits to schools in all participating districts for the purpose of observing and assessing first hand TV utilization practices. Reports on this and the previous year's survey will be forthcoming in October, 1968.

Continuation after Termination of PACE Funds:

Partial Title III ESEA funding of the UNIT project will end in September of this year. The 1967 Utah legislature authorized an appropriation which will continue the present level of support through the 1967-1969 biennium and beyond. It is assumed that other fund sources--district contributions and State Board of Education support--will be maintained.

The assistance of Title III ESEA has had a palpable impact on the development of school ITV in Utah. Three years of pump-priming have produced a full stream. The future looks good.

For further information: Contact Daniel A. Keeler, Project Director, Utah Network for Instructional Television, Utah State Board of Education, 1400 University Club Building, Salt Lake City, Utah 84111.

WIDE HORIZONS FOR RURAL YOUTH

COLVILLE, WASHINGTON

Wide Horizons grew out of expressions by students, parents, and teachers for better orientation of high school graduates to the multiplicity and variety of job and career opportunities outside the 11 high school districts of Stevens-Ferry-Pend Oreille Counties of northeast Washington which is an isolated rural area. The problems of these rural youth lay in their lack of experience and knowledge.

The first phase of this project was designed to group students, using innovative guidance techniques, according to individual aptitudes and interests. The second phase of the project was to transport selected groups of students to urban and/or industrial areas to observe at first hand the variety of jobs available in their field of general interest. In this manner,students would also be oriented to job environment. After group and individual counseling, college-bound students were transported to the colleges of their choice for orientation.

Project planners believed that while lectures, reading material and films would be helpful as a preliminary introduction to the world of work, such material could not take the place of actual on-the-job observation in the environmental setting. College-bound students were given the opportunity to observe college classes, living quarters, and available services at first hand.

Portable files were organized, one with college information,and another with information on vocations. These files are kept up-to-date and are carried from school to school.

Results Achieved Thusfar:

Personal letters explaining the project and soliciting participation were sent to 800 firms in the state of Washington. Seven hundred fifty replied in the affirmative. Catalogs and brochures were requested from all colleges in the state.

The Kuder Interest Survey was administered to all juniors and seniors in the 11 high schools and all students received group and individual counseling. The college-bound students were assisted early in the year to make applications for college entrance and scholarships where needed.

Cooperation from the community was expected, but the intense interest shown by all agencies was not anticipated. The project staff finds parents, students, colleges, government agencies and business firms initiating contacts to a degree well beyond that expected.

Business firms, community colleges and four-year colleges have provided executive personnel, transportation and speakers to assist in the orientation of students on field trips at no extra cost to the project.

While it was anticipated that students would receive information regarding colleges and scholarships,it was the original intention of the project to provide students with vocational information. It was found that the demand for information regarding college admission and scholarship information was so great that this facet of the program could not be ignored. For this reason, considerable time has been spent by the project staff in orienting students to the scholarship opportunities and college enrollment. The activities of the staff in this regard have resulted in a 20% increase in college enrollment for the 1967-1968 school year.

Because of the stipulation that applicants for scholarship grants must submit parental statements of need, students and parents have found it necessary to get together to assess their financial status. The unexpected result has been a closer rapport between students and parents.

An entirely unforeseen development has been the requests for counseling by high school and college drop-outs. Because of the interest in the project, these persons are asking for advice on reinstating themselves,either in high school or in some type of college or vocational training. While the project does not specify other than juniors and seniors in high school, in no instance has advice or information to these others been refused.

Teachers have become involved in the project because of their interest in individuals who may have been in their elementary classes before moving on to high school. These teachers are contacting the project staff, giving them valuable information regarding interests and aptitudes of former students and requesting assistance for these students.

Problems Encountered:

No serious problems were encountered. One unexpected problem was the number of out-of-school persons asking for assistance and the large number of college-bound students who requested help for college placement and financial aid.

The problem of counseling at a lower grade level is still to be met. Part of the solution lies in the groundwork laid by this year's activities. More counseling service is needed to begin orientation at the freshman and sophmore level.

Evaluation:

The operational project proposed to use inventories developed by the staff of the Vocational Technical Education Research and Development Project. However, the forms had not been completely developed. Under the recommendations of Dr. Walter Slocum, Professor of Sociology at Washington State University, excerpts were taken from the text and a questionnaire developed. These questionnaires were approved by Dr. Slocum and Dr. Robert McCleery, Dean of Students at Whitworth College in Spokane, Washington. They were then submitted to school administrators and students.

The evaluation questionnaires returned showed that students and administrators gave overwhelming approval to the program.

The evaluation questionnaire submitted to administrators was returned by 18 of the 28 sent. They were unanimous in reporting that the program should be continued, and felt that aptitude testing as well as interest testing should be administered. The services were rated excellent or above average by 88% of the administrators.

Of the evaluation questionnaires sent to 160 students, 154 were returned. Of those returning the document, 98% indicated that the project should be continued; 43% of those responding reported that finding vocational interest areas was the way in which the program had been of most help to them. Second in importance was the help they received in the area of post high school vocational planning--36%. Understanding of the world of work and post high school college plans ranked third with 28%, and 22% reported that financial aid information was of great help.

According to the instrument, Wide Horizons personnel was the major factor in orienting and counseling students. All but nine reported that they had more job and career information than they had had a year ago at the same time. Sixty-six percent reported an above-average increase in orientation.

Evaluation during the operation of the project has been conducted with Dr. Slocum and Dr. McCleery acting as consultants. It was felt by both consultants that evaluation should be continuous and not terminal.

Continuation after Termination of PACE Funds:

Funding of the activities after the third year is a problem also being studied. The enthusiastic support by all agencies involved indicates that funding will be sustained by the cooperative efforts of local county, and state agencies.

For further information: Contact Dr. Ruby Dubois, County Superintendent of Schools, Box 389, Colville, Washington.

COMMISSION ON RURAL POVERTY

Revolutionizing rural education from coast to coast so 14 million people will be able to help themselves was the goal of a 25-member commission headed by former Governor Edward T. Breathitt of Kentucky.

"We are talking about a problem which many in the United States do not realize exists," Governor Breathitt said. "The problem is rural poverty...which is so widespread and so acute as to be a national disgrace...its consequences have swept violently into our cities."

Reporting to the President's National Advisory Commission on Rural Poverty, the Commission recommended that vast changes be made in America's rural education system, from pre-school programs to adult education.

Strongly advocating early childhood education, the Commission's report read, "Every child, beginning at age 3, should have an opportunity to participate in a good pre-school program. Unlike Head Start, these programs should not be limited to just poor children. Instead, they should involve a normal distribution of children from different social and economic environments."

Additional recommendations of the Commission were:

- Federal funding to supplement teachers' salaries in low-income rural areas.
- Instruction in the use of new educational technology in elementary and secondary schools.
- Part-time student work programs, both in school and out of school.
- The involvement of parents and students in planning and development of school programs.
- The elimination of racial isolation of pupils.
- The provision of free textbooks to needy students.
- The consolidation of small schools where possible.
- Uniform criteria for organization and administration of school systems within states.
- Streamlined administration of all federal education programs affecting rural schools.

The results of the Commission's report were reached after months of study in Arizona, Tennessee, Kentucky, Puerto Rico, the Virgin Islands and Washington, D. C.

For further information on this report, entitled "The People Left Behind," write to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (Price: $.25).

CRESS

The Clearinghouse on Rural Education and Small Schools (CRESS) is a part of the Educational Resources Information Center (ERIC) network. This Clearinghouse specializes in materials on all areas of education relevant to rural situations. It includes broad ranges of materials on small school functions and innovations plus literature pertaining to social and cultural characteristics of rural populations. Its scope also includes the education of Indians, migrants and Mexican-Americans, as well as outdoor education and rural compensatory education programs. The Clearinghouse invites all readers to contribute documents within this area.

The Clearinghouse announces its acquisitions in a monthly Accessions List, available upon request. CRESS acquires, reviews, abstracts and indexes the documents announced in RESEARCH IN EDUCATION and disseminated through ERIC Document Reproduction Service. CRESS also prepares bibliographies and interpretive summaries of research. Visitors are welcome to use the CRESS collection of materials.

For further information, write to Dr. Carroll Hall, Assistant Director, Box DK, University Park Branch, Las Cruces, New Mexico 88001.

RURAL RENAISSANCE

A "rural renaissance" is taking place in small schools in five western states. The schools once had limited facilities and programs. Now they have flexible scheduling, multiple classes, programmed self-instruction devices and texts, films, television and seminars.

The renaissance came about when the states--Arizona, New Mexico, Colorado, Nevada, and Utah--launched the Western States Small Schools Project, a cooperative program to help small schools exchange ideas and materials. The project, funded by the Kettering and Rockefeller Foundations, is headed by Rowan Stutz of the Utah State Education Department.

APPALACHIA EDUCATIONAL LAB

Since its inception the Appalachia Educational Laboratory (AEL) has sought an effective method of attacking educational problems caused by the geography and isolation of the Appalachian region. Its early experience led the laboratory to the conclusion that major changes which might offer a comprehensive breakthrough in educational practices in the region could not be implemented through the existing educational structure or by using conventional approaches. The laboratory then committed itself to the stimulation of a network of "educational cooperatives" throughout Appalachia, which, through the intelligent application of media, technology and shared resources, could significantly upgrade the quality and breadth of education in rurally isolated schools. The laboratory would support the design of specifications for a model cooperative as well as the development and adaptation of curriculum and materials for utilization in a cooperative.

The model will specify all potential components of a cooperative, including management and operating procedures, equipment and facilities, and selection and training of necessary personnel. In developing these specifications, the laboratory is working with a number of agencies who can provide specialized assistance. The laboratory has also established field sites where specific components can be tested. The product of this work will be a comprehensive description of the various components and their interrelationships which schools and other agencies can use in the actual establishment of educational cooperatives.

AEL has identified three areas for major work in the development and adaptation of curriculum and materials for use in the cooperatives: vocational guidance, early childhood education and "Appalachia-focused" language. In vocational guidance, programs in job orientation, occupational information and placement are being modified for radio and television. A study of the dialects of the Appalachian region, conducted by the Center of Applied Linguistics in Washington, D. C., has provided the impetus for developing a language program directed toward the specific language problems of the region. A home-oriented preschool program conducted primarily through television and mobile facilities is being developed to compensate for the absence of kindergartens throughout the region.

The region covered includes West Virginia and parts of Ohio, Pennsylvania, Virginia, Tennessee, and Kentucky.

For further information contact: Dr. Benjamin E. Carmichael, Director, 1416 Kanawha Boulevard, Charleston, West Virginia 25325.

SOUTH CENTRAL REGION EDUCATIONAL LAB

The South Central Region Educational Laboratory (SCREL) is committed to the development of early childhood education programs for the culturally disadvantaged, with initial emphasis on the improvement of basic skills and self-concept of three populations of its region: The Mississippi Delta Negro, the rural poor of the Ozarks, and the non-reservation Indian of Oklahoma and Arkansas. The laboratory's long-range goal is both to become a significant resource in early childhood education programs and to contribute to improved planning for, and use of, Title I funds from the Elementary and Secondary Education Act (ESEA) allocated to the six states of its region. SCREL's initial strategy is the identification of promising programs in early childhood which can be adapted, field-tested and demonstrated for the specific target populations.

Rural white and nonreservation Indian children are participating in a home-school coordination program developed to compensate for the absence of kindergartens throughout the region. Laboratory and school personnel work with both preschool children and their parents in Saturday sessions designed to develop readiness for school, concrete number concepts and improved language style. SCREL is also working with the Child Guidance Center of the University of Arkansas School of Medicine in the development of a preschool program for disadvantaged children which includes a training program for teachers and aides. Initial field tests of the program will be carried out in day-care centers supported by the Office of Economic Opportunity.

Programs for children already in the primary grades are underway in two rural areas of Mississippi. Students selected at random from the first, second, and third grades of a rural school are receiving programed instruction in English as a second language, reading, and arithmetic skills from teachers trained in a special program at the Institute for Research for Exceptional Children at the University of Illinois. The laboratory is also evaluating a computer-assisted instruction program in arithmetic, operating through the joint efforts of the Stanford University Institute for Mathematical Studies in the Social Sciences and an ESEA Title III grant to McComb, Mississippi. It will evaluate not only student achievement in the primary grades but also the adaptability of the computer as a mode of instruction to a rural area.

The region covered includes Arkansas, Mississippi, and parts of Oklahoma, Kansas, Missouri, and Louisiana.

For further information contact: Dr. Gwendel A. Nelson, Box 841, Little Rock, Arkansas 72201.

Rural Youth Seeks Good Life

Most rural youth would seek the good life at home--if good education and good jobs were a part of it.

But the promises of rural America are so dim that despite the squalor and ghettoes of the city, conditions there still seem preferable to those in many rural areas.

How to stop the drain of young people from the rural areas, where they could be both productive and satisfied, to the city where they are wasted, was the focus of an unusual conference in Washington, D. C., the National Outlook Conference on Rural Youth. Its uniqueness lay in its six-way sponsorship by the Departments of Agriculture, Interior, Labor, Health, Education and Welfare, the Office of Economic Opportunity, and the President's Council on Youth Opportunity.

Several hundred youth-leaders from across the country, and some young people themselves, came together to analyze their problems and prospects. The results were both disillusioning and challenging. Conference statistics revealed the following facts:

- The largest number of the nation's poor youth live in rural areas.
- As recently as 1960, about one-third of all rural young people were living in substandard housing.
- For every 177 rural youngsters who reach working age, there are only 100 jobs.
- In 1960, only 22 percent of all rural five-year-olds were in kindergarten, while the city figure was 46 percent.
- The average rural teen-ager completes about nine years of school, in comparison to the city youth who completes over 12 years.
- In rural areas, there are fewer doctors, hospitals, clinics and nurses per capita than in the cities.

If the present trend continues, about half of the young people in

rural areas will migrate to the cities, and only one-fourth of those migrants will return home.

This makes the quality of rural life a national problem, many conference speakers emphasized, and the long list of federal programs for rural areas speaks of a national commitment which is still far from its goal. Vice President Hubert H. Humphrey described why recreating "the good old days" down on the farm was not enough:

"In the 1940's, modernization meant rural electrification and movie theaters in every town. In the 1950's it meant many well-paved roads. Now, it means airports capable of handling short-hop jets, community colleges, modern hospitals and good doctors, and the very best in elementary and secondary education. It means golf courses and ball parks; it means drama groups and art classes in addition to church socials, and it means economic viability--new investment, new job opportunities, a growing tax base."

Because these things aren't there, the most ambitious as well as the usually better-educated members of the rural community, those who could provide the labor and leadership for a viable life, leave for the city (Kentucky was cited as a good example: In 1960 Kentucky had a population of three million, but there were 1 1/2 million Kentuckians living in other states, and a half million, living in Kentucky, who had been born outside the state.)

Robert M. Isenberg, former director of the Division of Rural Services of the National Education Association, stated that education in rural America was not doing the job that was needed. In some places the educational program is outstanding, but a majority of rural youth "attend schools which may well be housed in relatively new buildings, but where the instruction offered has changed very little, and where the specialized and supporting programs and services are completely absent. A basic deficiency is the lack of quality in the teaching staff," he said.

Because the conference participants all work with young people in rural areas, they were familiar with programs which do work for the progress of rural America. The only problem seems to be how to make the best a general rule rather than the exception.

Secretary of Agriculture, Orville Freeman, told the conference that he believes a "renaissance" in rural America is already under way. There are now 3,200 community resource development committees and 600 multi-county committees "taking positive, effective action to provide jobs, education, training, housing, health, recreation and other facilities and services needed in rural America." The town-country community, a nonmetropolitan district in which villages, towns and counties having common interests jointly plan and develop programs, is now being used in 26 states.

Publications on Rural Education

- "Rural Youth in a Changing Society," Supplement to Agriculture Handbook No. 347, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. $.25. Tables and charts on "Preparing for Life," "Making a Living," "Health and Welfare," and "Quality of Life" in rural areas.

- "Supervision in Rural Schools," Dr. Jane Franseth, available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.25. A report on beliefs and practices.

- "The Role of Education in Alleviating Rural Poverty," Agricultural Economic Report No. 114, available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20204. A study on providing research approaches in problem areas of rural poverty and economic development.

- "Rural People in the American Economy," available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.60. Problems of rural America; developing understanding of the conditions in which rural people live.

- "One-teacher Schools Today," Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 1 copy: $1.25; 2-9 copies: 10% discount; 10 or more copies: 20% discount. A detailed nation-wide study of the current status of one-teacher schools, presenting trends in the development of schools during the past 4 decades, as well as a comparison of one-teacher schools with graded elementary schools in general.

- "Small High Schools," Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 1 copy: $2.25; 2-9 copies: 10% discount; 10 or more copies: 20% discount. Characteristics of the small high school--its principal, teachers, students, subject offerings, facilities, services, materials and equipment.

- "Regional Educational Service Agency Prototypes," prepared by the Department of Rural Education, National Education Association for the Program Development Section, Bureau of Elementary School Education, U. S. Office of Education. Order from the Division of Plans and Supplementary Centers, US Office of Education,400 Maryland Ave., SW, Washington, D. C. 20202. Optional statutory arrangements and suggestions for implementation following prototype descriptions.

FROM WASHINGTON

NEWS and NOTES

[] PACESETTERS IN INNOVATION, FISCAL YEAR 1967, presents information on Projects to Advance Creativity in Education (PACE) approved during fiscal year 1967. Copies have been mailed to all ESEA Title III project directors.

The 907 projects cited in the volume are indexed according to subject, local school district and project number. A 200-word resume is given for each project, as well as the person to contact for further information.

PACESETTERS IN INNOVATION, FISCAL YEAR 1967, may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402; request publication number OE 20103. Cost: $2.50.

The next volume, on fiscal year 1968 projects, should be available in November.

[] Title II ESEA, Title III NDEA, Section 12 of the Arts and Humanities Act, and Title V-a NDEA have been transferred to the Division of State Agency Cooperation (SAC). All correspondence relating to these programs should be addressed to Mr. Harry Phillips, Director, Division of SAC, Room 3H016, 400 Maryland Avenue, Washington, D. C. 20202.

Mr. Ralph Becker, Director, Division of Plans and Supplementary Centers, is now working solely with Title III ESEA; however, if funds are appropriated for the Bilingual and Dropout programs, these will be placed under Mr. Becker's supervision also.

[] The National Advisory Council on Plans and Supplementary Centers has received news of the appointment of its 12th and final member. (Eleven of the 12 members were reported in the May-June issue of PACEreport.) The 12th member is Mrs. Ruth H. Mancuso, 411 Swathmore Road, Glassboro, New Jersey. A new executive secretary to this council may soon be appointed.

At the June meeting, discussion centered on evaluation and objectives of the planned October meeting on ESEA Title III (discussed elsewhere in this issue).

FROM WASHINGTON

PROJECT DIRECTORS -- TRAINING NEEDS

"A Study to Identify the Characteristics of Directors of Innovative Programs (Title III ESEA) and to Relate Them to Project Variables for the Purpose of Determining Training Needs" is being undertaken by Mr. Norman E. Hearn, Chief, Program Development and Dissemination Branch, U.S.O.E. Excerpts from the purposed research design follow.

Purposes of the Study

This study has three basic purposes, all related to the identification of variables in the change process as demonstrated in projects funded through Title III of the Elementary and Secondary Education Act.

1. The survey will seek to identify any unique characteristics of Title III project managers as they act in the role of "risk-takers" in the innovative process.

2. The survey will seek information regarding the number and kinds of services provided in areas affected by the project.

3. The survey will seek to identify the operating variables which may be affecting the management of demonstrations of educational innovations. This includes data as to origin of ideas, sources of help, and areas of difficulty.

An analysis of this data should help identify any special inservice training objectives of various classes of project operators. These objectives for a training program will be formulated and disseminated to appropriate agencies.

Methods of Procedure

This study will be based upon a questionnaire survey of all PACE directors. It will also include summaries of pertinent data collected by others concerned with the needs of project directors. A survey instrument has been developed and field tested. Directors should receive the instrument in the mail sometime this summer or fall. Approval by the Bureau of the Budget is now pending.

FROM WASHINGTON

coming ——

OCTOBER CONFERENCE--ESEA TITLE III

The President's National Advisory Council for Supplementary Centers and Services (Title III of the Elementary and Secondary Education Act) plans to hold an invitational national conference on ESEA Title III. Four persons from each state will be invited--persons who have responsibilities for administering and guiding the future course of Title III in their state. Most likely to be included are the state ESEA Title III coordinator, Chairman of the State Advisory Council for Title III, and two others from the State Advisory Council—the State Board of Education or state education agency, or a local project director.

The conference is tentatively scheduled for September 30 through October 2 at the Marriott Motel-Twin Bridges in Washington, D. C. The conference will have three general objectives, all of which are related to developing common understanding on:

(1) The purposes and direction of ESEA Title III.
(2) The role of the State and National Advisory Councils in administering Title III.
(3) The techniques and methodology of evaluation and dissemination.

A few government and educational leaders will keynote general sessions. The conference will be primarily structured to achieve maximum participation and interchange among the state personnel on matters related to carrying out their responsibilities under the Title III program.

In addition, the conference should result in state recommendations for the improvement and administration of Title III of ESEA.

Further information about the conference will come from Dr. James Hazlett, Chairman of the Advisory Council.

Title III Project Films and Filmstrips

The following material was prepared by Mr. Richard Goulet, Chief, Division of Plans and Supplementary Centers, U. S. Office of Education.

The Division of Plans and Supplementary Centers wishes to express its appreciation to those of you who have responded so promptly and regularly to our request for materials developed by your Title III projects. This material has been most useful to us in our dissemination activities.

The Division is in the process of preparing an annotated bibliography of materials developed by all Title III projects which are presently in operation. When completed, this bibliography will be sent to all project directors in the hope that it will serve to stimulate a nationwide exchange of information and ideas.

The success of this undertaking depends largely upon your cooperation. We find, however, that many projects have overlooked our requests for information. Materials which should be sent include:

Printed Materials--five copies each of all newsletters, brochures, leaflets, published magazine and newspaper articles, curriculum materials developed by the project, etc.; and

Audiovisual Materials--one copy each of all films, filmstrips, slide presentations, audio and video-tapes, and action photographs of project activities.

This information should be sent, as it becomes available, to:

Program Dissemination Section
Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

The following material is a partial listing of films and filmstrips which are currently available. For further information about each item, contact the person listed.

ESEA TITLE III FILMS, VIDEOTAPES, AND FILMSTRIPS

KEY

Film Title
U. S. Office of Education Identification Number Project Title
Length Color or Black and White Medium
Description
Uses
Person to Contact

FILMS AND VIDEOTAPES

ARIZONA

→ "A Demonstration in Education:
OE 66-2356 Northern Arizona Supplementary Education Center
23 min. Color Film
Discusses instructional methods and techniques being used to improve education for culturally and geographically isolated children, half of whom are American Indians. Included in the activities shown are the teaching of oral English, the teaching of English as a second language, the utilization of units aimed at developing pride in children concerning their heritage, inservice teacher-training programs, the functions of teacher aides, and the role of the home-visit coordinators.
Uses: Educators, parents, school boards

Larry A. Stout, Director, Northern Arizona Supplementary Education Center, Fac. Box 5618, Northern Arizona University, Flagstaff, Arizona 86001.

CALIFORNIA

→ "Project Epoch"
OE 67-4059 Epoch Pilot
25 min. B & W Videotape
Demonstrates and describes a multimedia approach to teaching an interdisciplinary humanities curriculum. A demonstration chamber is used in the program and contains a series of screens around the room for projection of related pictures as appropriate music is played or the instructor talks. A round table representing the world and divided by time bands and artifacts is also used. Use of the table, the images and sounds, and the research laboratories is demonstrated and discussed.
Uses: Educators, school boards

Jay B. Monfort, Director, Project Epoch, 1900 Addison Street, Berkeley, California 94704.

CALIFORNIA (Cont.)

→ "A Curious Thing"
OE 67-3794 Community Service Through Sheltered Work Experience
20 min. B & W Film
Discusses the construction and operation of a child care center in California. The center is part of a work experience program for potential dropouts in grades 7 - 12. The center was built by the boys, who discuss their experience with their director as they are shown constructing the center. The facilities were decorated by the girls, who also take care of the children. Values of the program are discussed informally by the participants.
Uses: Educators, parents, school boards

James Doyle, Director, Community Service Through Sheltered Work Experience, Union High School District, 12660 North Capitol Avenue, San Jose, California 95133.

→ "Marine Biology Floating Lab"
OE 67-3799 Floating Marine Science Laboratory
30 min. Color Film
Presents the activities of a group of junior and senior high school students as they spend one day on this floating classroom learning about life in the sea and the instruments and tools used to explore the world of the sea.
Uses: General audience

Ronald B. Linsky, Director, Marine Science Floating Laboratory, Orange County Superintendent of Schools Office, 1104 W. 8th Street, Santa Ana, California 92701.

IOWA

→ "KaDiPuS Land"
OE 67-4076 After-School Television Broadcasting Correlated with Elementary School Curricula
40 min. Color Film
Describes the after-school, educational television program broadcast from 3 to 6 p.m. each weekday over Des Moines' ETV network (KDPS). The program is divided into three parts, progressing in level from preschool/kindergarten to primary to intermediate. Though set in a mythical place of make-believe and fantasy called KaDiPuS Land, the program is correlated as closely as possible with classroom work. Program segments, as well as planning for and backstage operation of the program are shown. Promotional activities to generate community support for, and student identity with, the program are described. The values of the program are discussed informally by community members.
Uses: General audience

John A. Montgomery, Director, After-School Television Broadcasting Project, 1800 Grand Avenue, Des Moines, Iowa 50307.

MICHIGAN

→ "The Target....Eddie Daniels"
OE 67-4092 The ASSIST Center
30 min. B & W Film
Describes the planning, development and implementation of a Title III project which grew from a study of the educational and cultural needs of the area into a supplementary center designed to meet those needs through various programs,including an information service, a staff development program and direct action programs in the classroom. Alternates between discussion about the project and illustrative examples of the various phases of the project.
Uses: Educators, community action groups, school boards

Samuel Mangione,Director, The Assist Center, 33030 Van Born Road, Wayne, Michigan 48184.

NEW YORK

→ "Project PEP"
OE 67-2918 Project PEP - Programs to Excite Potential
30 min. Color Film
Describes a summer enrichment program involving 150 disadvantaged underachievers in grades 8 and 9. Students and instructors discuss the program, and students are shown participating in various artistic and recreational activities.
Uses: General audience

Bernard Donovan, Superintendent of Schools, 110 Livingston Street, Brooklyn, New York 11201.

→ "Score for Tommorrow"
OE 67-3412 SCORE (Supplementary Centers for Organizing Regional Education)
29 min. Color Film
Describes the nationwide need for changes in education to meet children's needs more effectively, and shows current programs designed to bring about such changes while underscoring the need for cooperative efforts among various school districts. Discusses the educational service center concept as it is being applied to needs in Nassau County, New York, and illustrates how the Educational Council is implementing a master plan for total education and community involvement.
Uses: School boards, community action groups

Jack Tanzman, The Education Council, 131 Mineola Boulevard, Mineola, New York 11501.

→ "The Computer and the Student"
OE 67-3996 Genesee Valley Regional Educational Center
25 min. B & W Videotape
Discusses and demonstrates the use of computer-assisted instruction in

NEW YORK (Cont.)

the classroom. Educators discuss the purposes and effectiveness of computer-assisted instruction and its operation. A student demonstrates a vocabulary sequence program on a terminal, and three teachers then ask questions and discuss possible problems and results with regard to computer-assisted instruction in general. (A film from the Focus on Innovation workshop series)
Uses: Educators

Byron Williams, Director, The Genesee Valley Regional Educational Center 100 Allens Creek Road, Rochester, New York 14618.

PENNSYLVANIA

→ "A Sixth Grade Center for Individualized Instruction"
OE 67-3597 A Sixth Grade Center for Individualized Instruction
B & W Videotape
15 min.
Presents an interview with two educators who are involved with a center for individualized instruction for sixth grade students. They alternate in explaining the instructional methods and techniques used in the center and the philosophy behind them. Included are discussions on team teaching, flexible grouping, specialized staff, teacher aides, non-grading, programmed instruction and computer-based instruction, self-directed learning, and evaluation of the program. (A film from the Manager's Chat series)
Uses: Educators, school boards

Desmond J. Munan, Administrative Assistant to the Superintendent, Sixth Grade Center for Individualized Instruction, Allentown School District, 31 South Penn Street, Allentown, Pennsylvania 18105.

TEXAS

→ "Subtraction Involving Regrouping:
OE 66-1405 Improving Teaching Strategies through Video Taped Classroom Demonstrations
B & W Videotape
35 min.
Demonstrates the teaching of subtraction involving regrouping to third graders. A model teacher actually instructs the children and works with them on related problems as they come to an understanding of the process. (A film from the series Improving Teaching Strategies Through Video Taped Classroom Demonstrations)
Uses: Teachers

Billy N. Pope, Director, Improving Teaching Strategies through Video Taped Classroom Demonstrations, South Park Independent School District, 1025 Woodrow Street, Beaumont, Texas 77705.

VERMONT

- "The Prospect School"
OE 66-825 The Prospect School
25 min. B & W Film
Describes and illustrates methods of individualizing instruction at a nongraded school for children from ages 5 to 7. The children are shown engaged in various activities pertaining to different subject areas. Emphasis is placed on helping the child to find his own solutions, thus developing his ability to think and see relationships.
Uses: Educators, school boards, parents

Howard F. Kelley, Superintendent, Bennington South Supervisory Union, 604 Main Street, Bennington, Vermont 05201.

NATIONWIDE

- "More Different Than Alike"
33 min. Color Film
Describes and illustrates unique and creative techniques of individualizing instruction for children as exemplified by five ESEA Title III projects, each in a different area of the country. The projects include a Helpmobile Program which aids teachers in isolated areas; a School for Individualized Learning where each child directs his own activities, competing only with himself and progressing at his own rate of speed; an Exemplary Individualized Learning Center which replaced the school library materials with videotapes, films, records, etc., which the students operate themselves; a Developmental Junior High School for underachievers and slow learners, and a Data Processing Center which gathers and stores information on each student and will eventually be able to compare each student's progress with what he should be accomplishing.
Uses: General audience

National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

FILMSTRIPS (With audiotapes unless otherwise indicated)

CALIFORNIA

→ "Preparation for Parenthood"
OE 67-2909 Individualized Programmed Instruction in Preparation for Parenthood as a Unit in Family Life Education
50 min.
A sex education course, directed at sixth graders, which is accompanied by a workbook. (The presentation utilizes cartridges which contain both audiotape and filmstrip and which are run in an Audiscan.)
Uses: As indicated

Brian Dobrow, Director, Family Life Education Project, Stockton Unified School District, 701 N. Madison Street, Stockton, California 95202.

GEORGIA

→ "Atlanta Public Schools Internship Program"
OE 66-945 Learning Resource Center for Improving Teacher Education
15 min.
Describes the development and implementation of a program designed to help new teachers as they begin their careers. They receive professional laboratory experience as interns and general educational experiences through short seminars and graduate study. Interns also become part of a team and learn to solve teaching problems in a variety of situations.
Uses: Prospective teachers, educators

Lucille G. Jordan, Director, Instructional Services Center, 2930 Forrest Hill Drive, S. W., Atlanta, Georgia 30315.

IOWA

→ "Title III in Action"
OE 66-961 South West Iowa Learning Resources Center
13 min.
Describes the activities of a learning resources center, including preparation, cataloging and daily delivery of instructional materials; teacher-training programs in the use of new materials and techniques; adult education courses and planetarium and observatory programs.
Uses: Educators, school boards, parents, community action groups.

Bill Horner, Director, Southwest Iowa Learning Resources Center, Red Oak Iowa 51566.

MASSACHUSETTS

→ "Traineeships in Mental Retardation"
OE 67-3552 Stimulating Career Interest in Mental Retardation
16 min.
Describes a summer program designed to stimulate career interest in men-

MASSACHUSETTS (Cont.)

tal retardation work which provides high school and college students with experience in working with mentally retarded children. The trainees rotate to work with children housed in different facilities, and their work with the children in various activities is illustrated and explained.
Uses: Students interested in special education, career counselors, educators.

Kenneth F. Durant, Director, Stimulating Career Interest in Mental Retardation, Hingham High School, Hingham, Massachusetts 02043.

NEW YORK

→ "New York Sets the PACE"
10 min.
Describes the different types of ESEA Title III projects in New York, with emphasis on the use of regional centers for planning area projects and on the use of community resources.
Uses: General audience

Norman Kurland, Coordinator, ESEA Title III, State Department of Education, Albany, New York 12224.

NORTH DAKOTA

→ "Instructional Media Center"
OE 66-934 Instructional Media Center
16 min.
Describes the activities of an instructional media center including teacher training; preparation, cataloging, and supplying of instructional materials, and curriculum development. Describes the functions of the project director, curriculum consultant, instructional specialist and media specialist.
Uses: Educators, school boards, parents, community action groups.

Gordon L. Paulsen, Director, Instructional Media Center, P. O. Box 1057, 444 West Fourth Street, Dickinson, North Dakota 58601.

PENNSYLVANIA

→ "Radiation Science Seminar"
OE 67-3497 Radiation Science Seminar
Presents the course content of a basic radiation science course for teachers and high school students, each filmstrip being concerned with one unit of the course. Filmstrips include "Sample Preparation" (of liquid and solid radioactive samples for counting purposes), "Autoradiography" (self-writing by means of rays), "Wet Ashing Techniques," "Radiation Safety in the Laboratory," and "Radiological Monitoring in the Laboratory" (determining presence and amounts of radioactive rays). (Cap-

PENNSYLVANIA (Cont.)

tioned, without voice.)
Uses: as indicated

John W. Sulcoski, Director, Radiation Science Seminar, J. M. Coughlin High School, 80 North Washington Street, Wilkes-Barre, Pennsylvania 18701.

UTAH

→ "Team Taught Social Studies"
OE 66-384 Exemplary Center for Team Teaching
25 min.
Describes and illustrates the operation of a team-teaching project, using the teaching of social studies as an example. Aspects described include structural organization of the program, a team planning session, the separation of students of different abilities and interests into four "tracks," the different teaching methods and techniques used to reach each group, and the roles of teacher aides and functions of the resource library in the program. The benefits of using team-teaching methods and factors essential to operation of a successful team-teaching program are discussed.
Uses: Educators

Clifford S. LeFevre, Director, Center for Team Teaching, Weber County School District, 1122 Washington Blvd., Ogden, Utah 84404.

→ "What's the Use" (Part I)
OE 66-67 Utah Network for Instructional Television
10 min.
Explains and illustrates essential factors in the effective use of television in the classroom, such as accessibility of the television, quality of the reception, program quality, orientation and planning, knowledge of the diverse functions of television and integration of television with the rest of the instructional process.
Uses: Educators, school boards

Daniel A. Keeler, UNIT Project Director, UNIT Production Office, 1400 University Club Building, Salt Lake City, Utah 84111.

→ "What's the Use" (Part II)
OE 66-67 Utah Network for Instructional Television
15 min.
Explains and demonstrates methods of integrating television with the rest of the instructional process. Two teachers, one in junior high school and one in elementary school, describe their use of programs from the television series, "Utah in Perspective," and their methods of integrating the programs with other instructional materials and activities.
Uses: Educators, school boards

UTAH (Cont.)

Daniel A. Keeler, Unit Project Director, Unit Production Office, 1400 University Club Building, Salt Lake City, Utah 84111.

→ "IMC Context"
OE 66-67 Utah Network for Instructional Television
5 min.
Explains the role of the instructional materials center in education and the functions of the instructional materials coordinator in each school. Emphasis is on the use of television.
Uses: Educators, school boards

Daniel A. Keeler, UNIT Project Director, UNIT Production Office, 1400 University Club Building, Salt Lake City, Utah 84111.

→ "Dry Forks Petroglyphs"
OE 66-67 Utah Network for Instructional Television
5 min.
Describes and illustrates ancient American Indian petroglyphs in Dry Forks Canyon, Utah. From an educational television series, designed primarily for classroom use, emphasizing Utah's past.
Uses: as indicated

Daniel A. Keeler, UNIT Project Director, UNIT Production Office, 1400 University Club Building, Salt Lake City, Utah 84111.

→ "Riddle of the Colorado"
OE 66-67 Utah Network for Instructional Television
5 min.
Explains scholars' questions concerning a petroglyph in Utah of what appears to be a mastodon. From an educational television series, designed primarily for classroom use, emphasizing Utah's past.
Uses: as indicated

Daniel A. Keeler, UNIT Project Director, UNIT Production Office, 1400 University Club Building, Salt Lake City, Utah 84111.

WISCONSIN

→ "A Quest for Quality Education"
OE 67-3590 Center for the Development of Localized Instructional Materials
10 min.

Describes and illustrates the features of an innovative high school, including the use of specialized staff, staff planning, large and small-group instruction, the dial-access system for instructional materials, an informal commons room where students discuss their work, and techniques and methods used to teach different subjects.
Uses: General audience

WISCONSIN (Cont.)

M. L. Peterson, Director, Center for the Development of Localized Instructional Materials, Joint District No. 8, 545 West Dayton Street, Madison, Wisconsin 53703.

Title III Project Publications

The following list is compiled from recent publications of those educational agencies throughout the nation dealing with Title III. Since we hope to spotlight publications of this type from time to time as we learn of them, we invite our readers to send us copies of booklets, pamphlets, newsletters, and other dissemination materials available through their offices.

- Alternatives, San Mateo County PACE Program, 555 Veterans Boulevard, Redwood City, California. A survey of new practices and innovations in the public, private, and parochial schools of San Mateo County.

- Project CREATES, Tucson Public Schools District #1, Box 4040, Tucson, Arizona 85717. A pictorial report of the activities of Project CREATES (Cultural Resources Exploration; Awareness through Educating the Senses).

- The Innovator, Finger Lakes Region Supplementary Education Center, 12 Graham Avenue, Cortland, New York. A monthly newsletter informing those interested in education of the developments in this region.

- SCRC Newsletter, Suffolk County Regional Center, 20 Church Street, Patchogue, New York 11772. News of interest to Title III personnel in New York State.

- National Listing of Environmental and Outdoor Education Projects, New Jersey State Council for Environmental Education, 355 Route 46, Mountain Lakes, New Jersey 07046. (Single copies available) Project description and project synopsis.

- RSEC Newsletter, 855 Central Avenue, Albany, New York. News of interest to Title III personnel in New York State.

- Project Listings by Communities, Massachusetts PACE Organization, 31 Princeton Street, North Chelmsford, Massachusetts 01863. A listing by community of current Title III projects in Massachusetts.

- Investments in Prevention, PACE I. D. Center, 363 El Camino Real, South San Francisco, California 94080. An activity group program for young children.

- Experimental and Innovative Programs, 1967-1968, Division of Research and Center on Innovation, The State Education Department, State University of New York, Albany, New York. Report on the funding status of experimental and innovative programs for 1967-1968, State Department of Education.

SPECIAL REPORT:

EVALUATION AND PACE

The November and December, 1967, issues of PACEreport outlined the second national study of ESEA Title III, which terminates on September 30, 1968. Directed by Richard I. Miller and a team of 19 special consultants as well as various special advisors, the study is focusing upon evaluation of the overall PACE program. (See page 33 in May-June 1968, PACEreport for size of program.)

A 254-page mid-study mimeographed report was completed on February 29, 1968, a single copy of which was sent to each Title III coordinator. The report was a study of the procedures and the effectiveness of evaluation sections in approved PACE projects, with recommendations for their improvement. An interim document, it was not duplicated beyond the small initial printing.

Since this document represents unpublished information on PACE, much of it excellent in the opinion of reviewers, it would seem feasible to publish sections of it from time-to-time.

In this issue you will find the first half of the overview section written by Richard I. Miller. This section offers a synthesis of the collection of perceptive and challenging individual reports by 19 special consultants which constitutes the second half of the volume. If interested in the overall report, your state ESEA Title III director should be able to make it available to you.

FORCES PROMOTING EVALUATION (Chapter I)

Evaluation has become a number one concern for American education. It is very popular today, but one should be hesitant about placing it in the "blossom-and-fade" category of many other innovations and programs. Quite to the contrary, we are just at the beginning of a surging interest in better evaluation on the part of educators as well as parents. As Ira Singer has expressed it, "At long last, evaluation is 'in.' The school man has gotten the message. Beset by a bewildering array of 'how-to-do-it' monographs, guides, models and flow charts, the practitioner has fixed on this new star on the educational horizon. His initial peek is as furtive as a fugitive's look over the shoulder for the pursuing law. In a sense he too has been getting away with murder for

years--and knows it. The book is being thrown at him--in fact all the books from all sides and at one time." (Singer, A-156) 1/

Why the Accelerating Interest?

There are several reasons for this current interest, and nine of these will be outlined in this section, but in a larger sense "this interest in evaluation," according to James Finn, "must be seen in a technical-political context within the entire educational enterprise. The age of analysis in which we live is generating an age of assessment in education." (Finn, A-170)

1. Increasing Costs of Education

Education is becoming substantially more expensive at all levels, and an increasing number of communities are voting down tax increases--probably a higher percentage of vetoes than at any time in the past 20 years. The American citizen has not adjusted comfortably to the increasing costs of education, one of the few areas in which he can express his displeasure with increased taxes in general. However, he cannot do much against school bond issues and other school tax efforts as a general antitaxation reaction.

Many school tax defeats are due to political factors and/or other circumstances entirely beyond the control of school officials, such as general tax dissatisfaction. A large percentage of these are due to inept campaigns. A major factor in determining the outcome of many campaigns is the quality of evaluative evidence. In other words, do school officials effectively present their case, including information on how past tax increases have been used to improve education? Since such evidence can only be obtained through evaluation, the use of this process becomes important for continued educational improvement.

2. Increasing Complexity of Education

Decisions about the best courses of educational action are becoming more difficult as every dimension of living becomes more complicated. The rote lessons for learning spelling and arithmetic are being replaced by learning levels, by more individually prescribed instruction, by flexible scheduling, and the like.

These newer developments, however, bring not only a greater need for appraisal. They also pose greater evaluative problems. Most good teachers and educators develop fairly reliable procedures for evaluating sample student learning but the newer educational developments require

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1/ In each case where this sort of identification appears, it refers to a quote in one of the reports by a special consultant.

a considerably more sophisticated evaluation. Also, procedures which would have provided fairly reliable evaluative indexes some years ago are inadequate today, and will be dangerously archaic tomorrow. Therefore, the carefully planned evaluative approach has become increasingly important.

3. Greater Number of Alternatives

Robert Frost's dilemma over which path to take presents an infinitely simpler choice than do the many options now open. In most areas of education--such as content selection, organization revision, and measurement--the array of choices available requires greater evaluation as the basis for making intelligent decisions. This more traditional use of evaluation as judgment remains a vital dimension of evaluation.

4. Accelerating Rate of Obsolescence

Evaluation becomes more important as the length of the useful life of educational innovations and materials decreases. In order to keep up with the rapid developments in science, for example, fundamental revisions in instructional materials should be made about every five years.

Accelerating rates of obsolescence call for earlier and more intensive procedures of evaluation. If much time elapses between the introduction of a new program and its evaluation, the introduction of still newer developments may not be realized, or else a change may not seem justified unless up-to-date evaluation evidence is available. In brief, we need to know more, and sooner, about new programs. Thus the need for more attention to evaluation.

5. Massive Federal Support

"The pursuit of excellence" has been an educational battle-cry since shortly after the Second World War, a quest accentuated in the late fifties by salvoes fired by Admiral Rickover and the launching of Sputnik. Unfortunately for central-city youngsters, the quest has taken place several miles out--in the suburbs, or perhaps in those medium-sized cities which already had good schools.

Several federal acts for vocational education, including the Elementary and Secondary Education Act of 1965 with almost one billion dollars per year in Title I for the educationally disadvantaged, the Office of Economic Opportunity (Poverty Program) with about one billion dollars, focus upon lifting up the educationally disadvantaged. With the massive new public monies available in education, questions relating to cost-effectiveness and priorities are being asked with increasing frequency and persistence.

6. Greater Concern about Individualized Learning

Individualization, or adjusting instruction to the child, has received mountainous verbal support over the years, but until recently, only a few meaningful adjustments had been made to bring practice more into line with theory. Individualized prescribed instruction (IPI), continuous pupil progress (nongradedness), and programmed instruction are three examples, each of them requiring more sophisticated and more frequent evaluation than in the case of less complex programs. Evaluation becomes a matter of decision-making as well as judgment in these instances, serving as a guide for subsequent efforts.

7. Greater Use of Academic Findings from Outside Professional Education

The concept of evaluation as both feedback and guide is borrowed from cybernetics, and the demand for varied types of evaluation comes from increased understanding of human behavior and learning. Computer technology has opened vast new possibilities for evaluation. National assessment, for example, was not possible before the advent of computer technology. Educational evaluation can be expected to benefit as advancements are made in a vast array of fields, provided interpreters are on the alert for those elements which might be transferred to education.

8. Greater Assistance from Outside Professional Education

Aerospace brain trusts are turning to education to sustain themselves, largely because of the cutback in aerospace funds, and because certain military branches are developing their own programs to raise the achievement-test scores of draftees above the minimum for military service. In addition, industry has moved into education in a major way, spending close to one billion dollars a year on educational "hardware," 2/ and several new educational consultant firms are now featuring evaluation.

A number of ESEA Title I and III project directors have hired commercial firms to do their evaluation, believing either that this outside expertise may be superior to that offered by professional educators or else, that educational evaluators are just not available. A more extensive use of outside elements can be expected. This use will in all probability bring new dynamism and creativity into the evaluation area.

9. Increased Importance of Education

Dating back to the "ole Satan deluder" Act of 1642, Americans have

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2/ John R. Stark, "Educational Technology: A Communications Problem," Phi Delta Kappan, 48:196; January, 1967.

had a strong belief in the importance of education. One can find much fault in the intensity and persistence of this concern over the years, but the overall record must be considered quite an admirable one, especially when seen in a cross-cultural perspective.

The contemporary emphasis on educational importance can be traced to several factors. As noted earlier, the beep of Sputnik was a primary stimulus although considerable momentum for improvement was already evident by the autumn of 1957. The focus on slum conditions in central cities, the vast educational differences within any one state (usually greater than the differences between individual states), the increasing educational requirements for desirable employment, and increasing family mobility,carrying with it demands for some equivalence in educational quality throughout the nation (or at least a higher minimum national quality) all have been instrumental in prompting educators to evaluate their programs more vigorously than ever before. National assessment--an effort to provide some way of judging the quality of education on a national scale--definitely stems from these forces.

With the cessation of hostilities in Vietnam, education may well move rapidly toward replacing national defense as the number one national expenditure. As education assumes this role, much greater attention will be given to assessing just how well the educational monies are being spent.

The foregoing nine factors add up to an unprecedented concern about evaluation--finding out whether we are achieving what have been set forth as goals or targets; if not, why not, and what corrections should be made to move the program back on target. Those who believe the "evaluation itch" is another fad that will soon join educational history simply misread the times. Quite to the contrary, we are more likely standing on the threshold of new understandings and developments in evaluation that can have significant bearing upon the course of our schools.

PRESENT INADEQUACIES IN EVALUATION (Chapter II)

Why do we have such a sad face about evaluation? Why haven't the science and art of evaluation moved ahead more dynamically? This chapter will deal with six reasons for the present inadequacies.

Difficulty of Judging Education

How can one ever be sure of evaluation where people are concerned? The only thing to fear is a presumption that we can touch all bases in evaluating people--in this case pupils and youngsters. We cannot now, and probably will not be able to in the foreseeable future, predict with finality or measure with precision human behavior and attitudes.

Some types of measurements, however, can be final and absolute. A football team either makes or misses a first down. A pianist plays either the right or wrong note. A word is spelled either properly or improperly. But larger and less precise kinds of evaluations must be viewed with caution. For example, the following evaluation was made of the admissions application of Spencer Thompson:

> Latin teacher's report: "I have found the boy most difficult to teach....He seems to have little or no understanding of the subject except in the most mechanical way. At times he seems almost perverse in his inability to learn. I suspect that he has received help from other boys in this prepared work."
>
> Headmaster's report: "Spencer is rather delicate owing to a severe pulmonary illness two years ago, but he seems to have recovered satisfactorily. He is too small to be effective in contact sports, but he greatly enjoys riding and swimming. The boy is certainly no scholar and has repeated his form twice. He does well in English, however, and possesses an excellent memory. In fact,he won the school prize for reciting poetry last year. He has also, I regret to say, a stubborn streak, and is sometimes rebellious in minor matters, although he usually conforms. He is at once backward and precocious, reading books beyond his years, and yet ranking at the bottom of his form...He has, I believe, a native shrewdness and is a manly little fellow, high-spirited and well-liked, who unfortunately has not made the most of his opportunities here. I can recommend him to you on the grounds of general ability."

On the basis of this information and other data of a similar nature Spencer Thompson was turned down by a private boy's school in New Hampshire. Only then did the Committee learn that Spencer Thompson was a pseudonym for a young schoolboy named Winston Spencer Churchill!

There are few Churchills or Edisons, but how can we be sure that a similar pattern has not occurred countless times? It is good that we cannot relegate the human personality to a test tube. Educators need to be tough and uncompromising in limiting the presumptions of some evaluators who claim much more than they know.

This cautionary note, however, must not be interpreted as anti-evaluation. It is only to caution against claiming too much for evaluation. The human element in evaluation is becoming more understandable as various techniques and technologies of evaluation move ahead. Significant strides recently have been made in mass sampling procedures and in new statistical techniques, aided by the computer. We now know a great deal more about individualization of learning and the vast intra-

differences within any one individual. This progress needs to be encouraged and assisted in every way possible.

Fear of Evaluation

While significant strides have been made in evaluation, some major problems remain. One of these is simply the fear of evaluation. According to Arthur Hitchcock's report, evaluations are beset with three psychological fears:

1. Educators are unaccustomed to evaluation and even the thought scares them. A person in education is accustomed to action and interaction. He can advance boldly on this front, and even advertise his action plans and procedures, but he feels uncomfortable about evaluation.

2. A certain defensiveness based on the feeling that evaluation cannot do justice to the project anyway.

3. A fear that the colossus...will conclude from the evaluation that the project is not as good as it really is. (Hitchcock, A-93)

Fear of evaluation is largely fear of the unknown, tinged with a healthy skepticism for the rudimentary level of many evaluative procedures. Most public school officials are suspicious of the outsiders who might be called in to evaluate. After all, local officials must live with the situation long after the "fireman" has caught flight 709, and the subtleties of a situation, which probably allude all but the most astute local officials, certainly remain unknown to the consultant.

These fears are very real, as well as greatly inflated. The proportion of this fear concerning evaluation is usually inversely proportionate to the individual's knowledge about it. As one becomes knowledgeable about evaluation, its strengths and limitations become better understood, and evaluation then becomes a procedure for providing feedback and guidance as well as judgment.

Confusing Action with Accomplishment

In his third annual address, President Millard Fillmore cautioned against mistaking change for progress.

A tendency does exist to confuse action with accomplishment or improvement, or to equate quantity with quality. If one is active enough, according to this reasoning, then evaluation will somehow take care of itself. A PACE director who is working 10 to 12 hours a day, six days a week,believes that good will inevitably evolve from such a dedicated effort. He may also believe that systematic procedures for evaluation

will require valuable time and resources to learn what his staff already knows from experience.

He could be completely right in his analysis, particularly if his staff is perceptive and highly qualified. Then again, he could misread the situation completely, due to an honest misinterpretation of reality. But even if systematic evaluation should tell the director exactly what he has already concluded, the effort at least reinforces his conclusions. Most careful evaluations, however, can tell even the most astute observer something of value which can improve his program.

A project team--politically speaking--may find some advantages in going on faith as compared to going on evidence. Who can question that faith? Who has had more experience than they? If they say or imply with conviction, yet with openness, that the project is developing very nicely, who can refute them? If the project team, and particularly the director, has the trust of his constituency, he may find that faith all that is required.

But he should know better! Education has bumped along too long on hope and faith. Important as these qualities are, no serious and systematic effort has been made to ask or to tackle the hard questions of evaluation. PACE projects should be expected to show the way in exemplification, and this includes evaluation.

Inadequate Evaluative Techniques

In his report, Egon Guba outlines three basic lacks:

1. "The lack of adequate theory, models, and designs to guide evaluative activity (as evidenced by the fact that even the 'expert' consultants do a bad job)."

2. "The lack of trained personnel (as evidenced by the fact that even the most rudimentary principles of the game are consistently violated)."

3. "The lack of appropriate data collection techniques and data processing facilities (as evidenced by the heavy reliance on standardized tests or informal judgments)." (Guba, A-229)

And Robert Stake writes: "New techniques of observation and judgment need to be developed. In fact, we need a new technology of educational evaluation. We need new paradigms, new methods, and new findings to help the buyer beware, to help the teacher capitalize on new devices,

to help the developer create new materials, and to help all of us to understand the changing educational enterprise." 3/

Related to inadequate evaluative techniques is the broader problem of defining evaluation. Educators traditionally have defined evaluation as judgmental or a measurement of outcome (product), giving very little attention to what Egon Guba and Dan Stufflebeam have called for: Context, input, process, and product-evaluation. The 1966 ASCD yearbook entitled Evaluation as Feedback and Guide, reflects the newer concept of evaluation. With respect to PACE proposals, Robert Havighurst observes: "There is almost nothing to show how the project will be evaluated while it is in progress. So that it can be improved, errors corrected and progress reports made. This is especially important in innovative work, where one must expect to learn from experience as the project progresses. A periodic stock-taking is desirable, using local staff and community committees as well as outside consultants." (Havighurst, A-77)

Inadequate techniques and procedures for evaluation seriously impede progress in PACE and elsewhere, yet these shortcomings relating to the "people problem" are probably even more serious.

Inadequate Teacher Preparation

Incredibly little has been done to develop evaluation specialists in our colleges of education, (The UCLA Research and Development Center, The Evaluation Center at Ohio State University, and the Center for Instructional Research and Curriculum Evaluation at the University of Illinois are notable exceptions, however). But,until the need for evaluation specialists becomes a problem of teacher education also, significant progress cannot be expected.

Several universities need to begin concentrations on a graduate level for developing specialists in evaluation. An increasing number of these programs needs to focus solely on evaluation, with general work in the processes of educational change. These programs should not attempt to develop better teachers, curriculum workers or administrators. Graduate programs for colleges of education have thusfar shunned specialization in evaluation and the change processes but these areas will inevitably be forced upon them by the nature of demand. (This position does not interpret specialization as a narrowness of focus to the exclusion of breadth. On the contrary, the specialist of the future will have a better grasp of the multidisciplinary aspects of education than does the generalist of today who usually does not go far beyond the offerings of his subject area.)

3/ Robert E. Stake, "Toward a Technology for the Evaluation of Educational Programs" in Perspectives of Curriculum Evaluation. Chicago: Rand McNally and Company, 1967, p. 3.

Shortage of Qualified Specialists

The demand for evaluators in the future would appear destined to far outstrip the supply. In this respect, the outlook is dismal indeed. To quote from a study by Hopkins and Clark:

> Conservative manpower projection figures for the next five years are staggering. Disregarding all government support programs other than OE, all private foundations programs, and the inevitable stimulation of state and local activity in R and D which will result as an offshoot from the federal support programs (that is, concentrating only on predictable growth of the OE's R and D support), education will need a hard-core R and D personnel pool of 130,000 by FY '72. In terms of the spread across R, D, and D, and translated into F.T.E. (full-time employees), the demand picture will be roughly as follows:

	Percent	Full-Time Employees
Research	14	9,200
Development	46	29,700
Diffusion	40	25,500 5/

Two of the consultants, William Alexander and Elliot Eisner, allude to the shortage of qualified specialists in evaluation. Eisner observes that "given the dearth of competent people in the field of educational evaluation,this lack of attention to the assessment of different populations and the relationship among data secured from these populations is not surprising." (Eisner, A-58) Alexander notes that "...as guidelines require greater skill and precision in evaluation, the problems of local educational groups become more acute. Obviously,a minority of school systems have enough personnel with adequate training and experience in evaluation to prepare proposals that include comprehensive and sophisticated evaluation plans." (Alexander, A-10)

4/ D. L. Clark and J. E. Hopkins. "Preliminary Estimates of Research, Development and Diffusion Personnel Required in Education." Special project memorandum, Sept. 1, 1966, pp. 15-16.

5/ Quoted in Notes and Working Papers on Administration of Programs, Title III, ESEA, "Administrations of Programs," (U. S. Government Printing Office), April, 1967, p. 69-70.

With the shortage so evident, what can be done about it? Several consultants have made recommendations for action. Those of Finn, Guba, and Schramm seem particularly relevant in considering positive steps.

Recommendation No. 1 is drawn from Guba's paper and the rationale for it can be found there:

I. THERE SHOULD BE ESTABLISHED:

A. A NATIONAL LABORATORY FOR THE STUDY OF EVALUATION
B. A NATIONAL INFORMATION CENTER FOR EVALUATION
C. A NATIONAL GRADUATE SCHOOL FOR EDUCATIONAL EVALUATION
(Guba, A-231)

In essence, Guba is saying that if the federal government is really serious about evaluation, then it should facilitate the establishment of institutions which can assist on a long term basis in the critical problems associated with the improvement of evaluation.

John Letson recommends the conduct of "small seminars to assist local agencies which are operating programs with similar objectives in the development and refinement of their evaluative plans." (Letson, A-128)

Related to both the Guba and Letson recommendations, James Finn recommends that:

1. Title III funds be used to set up a series of regional evaluation centers throughout the United States, such centers designed to provide training and assistance to local education agencies.

2. The function of these centers be to provide advice, training and services, and particularly, to diffuse the general idea of the importance, usefulness and nature of a high-quality evaluation system.

3. It be understood that the evaluation centers are only persuasive and helpful in nature, and that if an educational agency chooses to respond, it be allowed to do so without penalty--actual or implied.

4. These centers also engage in a certain amount of applied and field research with the purpose of developing viable as well as variable evaluation procedures which would embrace all types of evaluation needs and purposes.

5. A back-up national board be set up to assist the centers, the USOE and Congress. This board would have the following functions:

a. To locate and rotate manpower between the centers.

b. To act as the assembling agency for results which ought to be diffused, and as the communication agency between the centers.

c. To engage in broad scope research and development studies in evaluation.

d. To provide a source of information

e. To relate to, and diffuse, information. (Finn, A-200)

Several other consultants also offer positive steps for improvement. Taken as a whole, those consulted are calling for innovation and creativity in meeting the shortage of evaluation specialists. These comments thus lead to recommendation No. 2, based upon one made by Ira Singer:

II. EVALUATION COMPETENCE FOR ESEA TITLE III SHOULD BE DEVELOPED THROUGH SUMMER INSTITUTES, INSERVICE EDUCATIONAL TELEVISION FEATURING VIDEOTAPES DEVELOPED FOR NATIONAL USAGE, AND SPECIAL MANUALS.

NDEA institutes might well be developed on PACE evaluation. Twelve six-week summer programs might make a significant dent in the PACE evaluation, especially if this cadre would also be on call to help other PACE projects.

TEACHERS ASSESS "IM" NEEDS

The following article appeared in the June 1968 issue of the ERA Herald. To subscribe to this newsletter, or for further information concerning this article, write Educational Resources Agency, 1854 Fulton Avenue, Sacramento, California.

Northern California teachers of elementary and secondary students want more films, filmstrips, overhead transparencies, programmed learning and other materials. They feel they know how to utilize these materials without additional help. They feel that the audio-visual services would be adequate if only more appropriate and up-to-date materials were available.

These were among the major conclusions derived by Dr. Robert McAdam who is Associate Professor of Education, Sacramento State College, and principal investigator for a survey in fifteen counties from Sacramento to the Oregon border. The survey was sponsored by the Educational Resources Agency (ERA) in cooperation with the Audio-Visual Education Association of California (Northern Section) during April and May, 1968. Of the 5,000 questionnaires sent to classroom teachers, 1,420 or 28.4 percent were returned.

The teachers were asked what problems they encountered in securing instructional materials and equipment, which materials they would most likely purchase if funds were available, and for which subject matter topics they felt new materials were needed. (The definition of instructional materials for this questionnaire included both audio-visual and printed materials.) The tally revealed these results:

1. Teachers are competent to choose and use instructional media (75) percent) and they can operate the equipment without much technical assistance (86 percent). They stated that they did

not have enough instructional materials and that many of the existing materials are not up-to-date.

a. Thirty-five percent feel that they cannot obtain appropriate or up-to-date motion pictures.

b. Twenty-four percent state that they cannot obtain appropriate or up-to-date filmstrips.

c. Twenty percent report that they cannot obtain appropriate or up-to-date overhead transparencies.

2. Teachers feel that equipment is readily obtainable most of the time from their Audio-Visual Center (80 percent) and that it is in fairly good operating condition (87 percent).

3. Teachers state that the audio-visual materials (films, filmstrips, slides, models, etc.) that are available from the district or county are in pretty good condition for classroom utilization (91 percent).

4. If teachers were permitted to purchase instructional materials to fill the curriculum needs, the first or second preference would be:

a. Motion pictures--48 percent.
b. Overhead transparencies--29 percent.
c. Programmed learning materials--18 percent.

5. When asked, "For which specific topics do you find a need for new instructional materials?", teachers tended to respond in such a manner that indicated needs in all areas of curriculum. Again, motion pictures, transparencies and programmed learning materials were given heavy preference by the teachers.

The survey indicated that teachers were not fully aware of some of the newer media such as 8mm film cartridges and videotapes. There might have been a greater preference for these newer materials than the results indicated if teachers had had an opportunity to use them.

Information gathered from this survey will contribute to the efforts of information-communication agencies within the schools to establish more efficient and effective service capabilities with a wider range of instructional materials and media in northern California. During the 1968-1969 school year, efforts will be made to prepare project proposals and/or coordinate existing activities.

This summer, the raw data from the 1,420 returned questionnaires will be further analyzed to correlate and compile additional information. Copies of the results should be available from the ERA office by September 1968.

Urgently Needed:

Funny stories, cartoons or personal experiences relating to the field of education in general, or to PACE in particular.

Must be short and to the point, no longer than one type-written page, double-spaced.

Those funny enough will be published in future issues of PACEreport.

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"I think behavioral objective means the teacher doesn't like the way you're acting."